

Jr. Chef Club

Making Brainy Breakfasts

Lesson 4



Objectives

Students will:

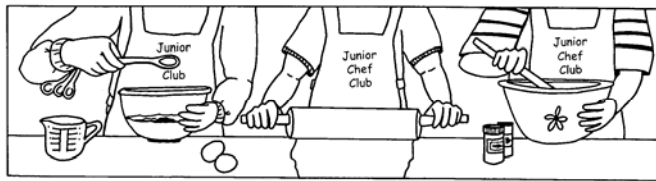
1. Understand the role exercise plays in fitness and health.
2. Be able to read food labels and interpret them to choose foods low in sugar.
3. List two reasons why eating breakfast is important.
4. Describe safe egg handling procedures.

EALR Integration

EALRS

Program Integration

<u>Math 1.2</u> Understand apply concepts and procedures from measurement.	Measure recipe ingredients.
<u>Math 5.3</u> Relate mathematical concepts and procedures to real life situations.	Determine how the amounts of sugar and fiber listed on food labels fit into U.S. Dietary Guidelines recommendations.
<u>Reading 1.3</u> Build vocabulary through reading.	Read label information, worksheet and recipe.
<u>Reading 3.2</u> Read to perform a task.	Complete worksheet. Read recipe for food preparation.
<u>Writing 2.2:</u> Write for different purposes—persuading (4 th grade), or conveying technical information (3 rd grade).	3 rd grade: Explain how to handle eggs safely. 4 th grade: Persuade someone to handle eggs safely.
<u>Communication 1.2</u> Listen and observe to gain and interpret information.	Use food labels to choose foods low in added sugar. Food preparation.
<u>Geography 3.3</u> Examine cultural characteristics, transmission, diffusion, and interaction. (4 th grade)	<i>Where in the World?</i> Breakfast worksheet examines cultural differences via traditional breakfasts.
<u>Health and Fitness 2.2</u> Understand the transmission and control of communicable and non-communicable diseases.	Hand washing removes bacteria that could cause disease. Handle eggs safely to prevent food-borne illness.
<u>Health and Fitness 3.1</u> Understand how environmental factors affect one's health; describe the influence of nutrition on health and development.	Discuss the health effects of consuming too much added sugar in the diet.



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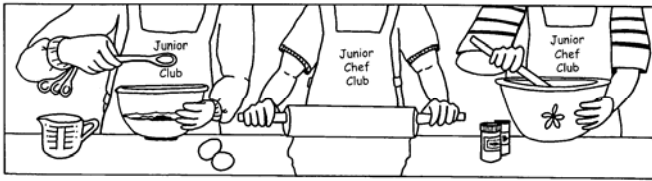
Classroom Supply List

HANDOUTS AND TEACHING SUPPLIES

- Lesson Script
- Objective and EALRs sheet for teachers
- Level I Cookbook, pp. 17–8
- Worksheet in Cookbook: Where in the World? Breakfast
- Student Incentives: Dairy Council breakfast bookmarks OR “Breakfast Makes You Smart” pencils (order from www.OrientalTradingCompany.com)
- Parent Newsletter

VISUAL AIDS

- Breakfast pictures for apron cards
- Cereal labels for each student
- Nutrition Facts Panel poster or overhead
- **MyPyramid** poster
- “Move It!” poster
- Examples of cereal servings: $\frac{1}{2}$ cup, $\frac{3}{4}$ cup already measured out into bowls
- Examples of grams of sugar & fiber already measured out into baggies
- Sugar “budget” display poster
- Fiber Goal poster
- Food models or pictures of eggs, spinach, cheese, bell peppers, cheese (with Velcro on back) for putting on the Pyramid
- Food labels from locally-produced food such as eggs, cheese.
- Maps: World and State



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Cooking Supply List

FOOD SUPPLIES

To serve 25 a sample:

- 12 Eggs
- $\frac{3}{4}$ cup chopped tomatoes or red bell pepper
- 24 spinach leaves or small broccoli florets
- $1\frac{3}{4}$ cup grated cheese (reduced fat)
- Salt and pepper to taste
- Vegetable oil cooking spray

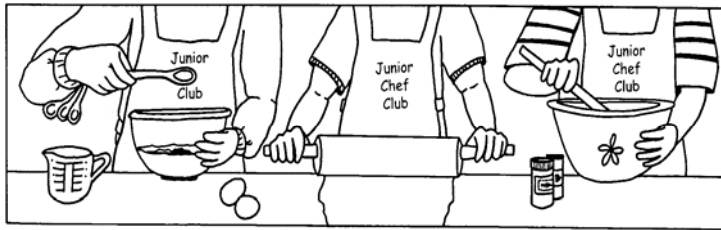
COOKING SUPPLIES

- Measuring cups and spoons
- Bowls: 2 large and 1 small
- Whisk/fork
- Spoon to use in non-stick skillet
- Skillet and hot plate or electric skillet
- Table knife and plastic knives
- Cutting board
- Containers for veggies
- Plastic gloves
- Dish Cloth/Towel
- Dish soap
- Bleach water spray bottle
- Paper towels
- Extension cord

- Cooking table notes
- Teacher tip sheet for cooking table

SERVING SUPPLIES

- Apron
- Paper plates and napkins
- Plastic fork



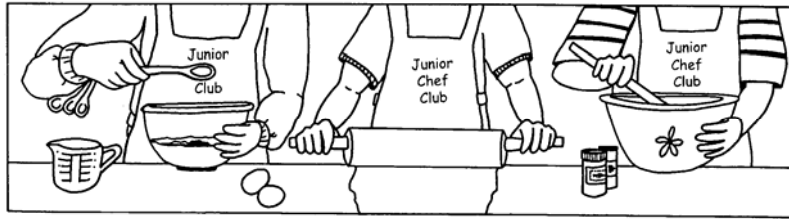
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Preparation Outline

<p>Preparing Visual Aides</p>	<ul style="list-style-type: none"> * Apron cards: Use food model pictures of healthy breakfast foods. Include eggs, cereal, fruit, and dairy. Laminate. Punch hole and attach to apron with safety pins. Use 6–8 cards. * Cereal labels: Collect cereal labels before the lesson. Cut out the entire box front along with the Nutrition Facts Panel so it's easy for kids to identify with the product. Highlight sugar and serving size. * Nutrition Facts Panel poster: Current nutrition facts panel which includes <i>trans-fat</i> is included electronically. Print it out either as an overhead transparency or on 11" x 17" paper and laminate. * Move It! Poster: Download from the USDA Team Nutrition website: http://teamnutrition.usda.gov/Resources/feedmoveposters.html (Also included electronically as a PDF.) Print and enlarge to make a poster and print on 8½" x 11" to make handouts. * Sugar and Fiber baggie examples: Use small, clear plastic re-sealable baggies 3" X 4½". Put 1/4 teaspoon of sugar in each baggie for every gram of "Sugars" listed on the cereal label. Mark each bag with the number of grams it contains. Prepare a baggie for each different amount of "Sugars" listed on cereal labels. Note: This is an accurate portrayal of the amount of sugar in a product. To convert grams to teaspoons, divide grams by 4. Example: $12 \text{ grams of sugar} \div 4 \text{ g/tsp} = 3 \text{ teaspoons.}$ Make the same type of baggies for the fiber listed on the labels but perhaps use the small 1" X 2" baggies so difference will look more dramatic. * Sugar Budget poster: Measure 11 teaspoons of sugar into a baggie. Mount on small poster board and title it: Daily Sugar Budget: 10–12 teaspoons.
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	<p>* Fiber Goal poster: Measure 3½ teaspoons of a cereal such as “Bran Buds” into baggie. Mount on small poster board and title it: Fiber Goal: 14 grams for 9-year olds.</p>
Prepare Food Preparation area	<p>Use fresh sanitizing solution to clean food preparation area (mist surfaces, let set one to two minutes then wipe with clean paper towel) and cover with parchment or waxed paper. Set out all cooking equipment, gloves and ingredients needed. (Keep chilled ingredients in refrigerator or ice chest until needed.)</p>



Jr. Chef Club

Sippin' on Smoothies

Lesson 4



Lesson Script

INTRODUCTION

Greet students. Have them say password.
Set up large **MyPyramid** poster.

PHYSICAL ACTIVITY PYRAMID

To have a healthy body you not only need to feed it well, but you need to do something else everyday too. Raise your hand if you think you know what that might be? (physical activity).

How many of you were physically active yesterday? Did you play outside, or take a walk with someone in your family? It's a good idea to play actively for at least an hour each day. Why is it a good idea to be active? (Keeps heart and lungs healthy, helps maintain a healthy weight, makes you feel good, etc.)

Briefly show Physical Activity Pyramid (it will be covered more in future lessons, especially Level 2 of Jr. Chef). Explain that the activities at the bottom should be done daily because they get our heart and lungs in shape. Other activities further up the Pyramid can be done several times a week—they build muscles or stretch our muscles—both of which are good for us too.

Raise your hand if you have an idea of some physical activity or playing that you could do instead of watching one TV show? Praise all activity answers. One hour of activity doesn't need to be all at one time. You can count all the time that you are active all day long to add up to one hour. It's great if you're active *more* than an hour a day. When are you physically active during school? How much time are you moving your body? (If they don't know, challenge them to find out.)

In order to be active, we need to give our bodies fuel, just like a car needs gas, we need food to give us energy to "go" on. Eating breakfast every day gives our brain fuel to think and our muscles fuel to move. Today we'll be talking about breakfast.

ACTIVITY ONE

The Importance of Breakfast

- Explain benefits of eating breakfast (better mental and physical performance)

- Explain and promote school breakfast program, if your school has it.
- Discuss how eating breakfast affects the body (fuels brain, revs up the body's engine, alleviates hunger.)
 1. Helps you concentrate and learn in school. Studies show that breakfast eaters do better on tests.
 2. Gives your muscles energy to go on.
 3. Prevents mid-morning hunger and feeling sleepy.

Breakfast can be any type of food.

Raise your hand if you'd like to share what you ate for breakfast this morning? (Take 2 or 3 examples.)

State complete breakfast concept--include at least 3 food groups: e.g. grain (1/2 cup or one slice), dairy (1 cup), fruit (1/2 to 1 cup). Point to groups on MyPyramid poster as you suggest breakfast foods.

What do other cultures eat for breakfast? Rice and vegetables? Beans and tortillas? Is it okay to eat: Leftover pizza? A sandwich? Tropical Smoothie? It doesn't matter—just eat healthy food from several different food groups in the morning!

For today's breakfast lesson, we're going to make some scrambled eggs with fresh vegetables. Distribute cookbooks and have student volunteers read recipe aloud. Show ingredients and equipment as it is read.

What food groups do eggs belong in? (Meat and Beans) Have students place cardboard food models of recipe's ingredients on **MyPyramid**. Discuss main nutrients (protein, calcium, B-vitamins, fiber).

There are some things we need to know before working with eggs.

Eggs and Egg Safety

Raw eggs may contain harmful germs, or bacteria called salmonella, that can make us sick. To keep from getting sick from eggs we must:

- never eat foods with raw egg in them, like cake or cookie dough
- wash hands after handling raw eggs
- wash all bowls, utensils, countertops, etc. that raw egg contacts
- cook all eggs until firm and not runny to kill the bacteria

To keep eggs fresh, keep refrigerated in cardboard container rather than in the egg holders in refrigerator. Otherwise, air goes through the shell and ages the eggs faster.

Function of Eggs in Recipes:

The fats and protein in eggs allow them to help the chef in several ways:

- Thickening, foams - like meringues.
- Flavor.

- Binding things together.
- Leavening—helping things to rise.

Today we'll be making scrambled eggs with veggies. Read through recipe together with the entire class (page 17). As you are reading through steps discuss relevant safety issues and cooking techniques.

Personal Equipment Safety:

Skillet Safety

- Use hot pad holders at all times,
- Avoid touching the skillet,
- Always ask an adult for help,
- Make sure to stand back from skillet when opening lid or adding ingredients to avoid getting burned by steam.

Knife Safety

- Show serrated plastic knife. Explain how the serrated blade makes cutting easier.
- Explain that cutting board should be used for cutting vegetables.

Egg Nutrition Information and Safety:

- Explain egg color depends on variety of chickens and their food.
- Nutrients in eggs: protein, fat, vitamins and minerals. Cholesterol is also present. We need all of these things for good health, but we do want to be careful not to eat too much cholesterol.
- Demonstrate whipping motion using a wire whip or fork.
- Because eggs can carry bacteria that can make us sick, it is important that we only eat cooked eggs. Heat kills the bacteria and makes them safe to eat. Always cook eggs and egg-containing foods thoroughly. Wash hands and utensils after touching eggs to avoid food-borne illness. If your gloves get raw egg on them, take them off, discard and put on a clean pair.

Jr. Chefs Cook

Have student helpers distribute Jr. Chef Cookbooks.

Have students read Scrambled Eggs with Veggies recipe aloud.

Have selected Jr. Chefs come up, wash hands and put on gloves.

Preheat electric skillet. Remind about skillet safety. Have students read recipe (only if the class didn't already do it).

Show eggs and how to crack them into bowl.

Some students measure remaining ingredients into egg bowl while others prepare vegetables.

Demonstrate how to chop the vegetables you have chosen for the recipe.

- Have some Jr. Chefs wash and chop the vegetables. Add to eggs.

Coat skillet with cooking spray. Explain that cooking spray helps keep food from sticking without using too much fat.

Pour egg mixture into hot skillet, stir occasionally until cooked thoroughly, not runny. Set out plates while eggs are cooking.

Put small amount of cooked eggs on each plate; top with sprinkle of cheese.

Non-Cooking Students' Activity

More on Eggs (optional—if short on time, proceed to Sugar Budget activity)

Besides scrambled eggs, what's another popular breakfast food you might make from eggs? Praise answers, looking for "omelets." The word "omelet" comes from the French word omelet, meaning blade - describing the long flat shape of an omelet. France is part of Europe, find it on the map.

Sugar Budgets

In this country, another popular breakfast is cereal. Some cereals are healthier for you than others.

Cereals can have a little or a lot of sugar. Does it matter whether we eat a little or a lot of sugar?

Too much sugar can cause tooth decay, and it provides empty calories—that means it gives the body energy, but it doesn't give us any vitamins or minerals that we need to be healthy. Sweet foods usually taste good so sometimes it's easy to eat too much of them. Eating more food than our bodies need is not healthy.

Recommended sugar intake is no more than 10 percent of calories (food energy) from added sugar. This equals 10 – 12 teaspoons of sugar per day depending on how much people eat. For students this age, 10 to 12 teaspoons is a maximum amount or "sugar budget" intake for a day. Show size of teaspoon and day's sugar budget in a baggie.

Nutrition Facts panel poster—explain label reading: serving size, sugar grams. Show examples of $\frac{1}{2}$ and $\frac{3}{4}$ cup of cereal poured into a bowl and discuss portion size. At the store choose cereals that have less than 5 grams of added sugar per serving.

Fiber

Some cereals have a lot of fiber. That makes a good cereal choice too. Fiber sweeps your insides clean and keeps your digestive tract healthy. Show students where to find "fiber" on the Nutrition Facts Panel. The formula for determining how much fiber to eat is:

Child's age in years + 5 = _____ number of grams of fiber to eat daily

At the store choose cereals with at least 2 grams of fiber in a serving—the more the better.

If time allows, have students line up with their cereal box labels from lowest to highest amounts of **fiber** per serving and state amount of fiber listed for a

serving. Have baggies prepared with grams of “fiber” already measured into them. Hold up a baggie with the corresponding amount of fiber each student reads off of their label and compare to fiber budget baggie.

Cereal Line-Up

Distribute cereal box labels (use ones *without* added fruit). Make sure some are low in sugar and some are high in sugar. Have students read the Nutrition Facts Panel to find out how much sugar is in their cereal.

By row or small group, have students line up with their cereal box labels from lowest to highest amounts of **sugar** per serving & state amount of sugar listed for a serving. Have baggies prepared with grams of sugar already measured into them. Hold up a baggie with the corresponding amount of sugar each student reads off of their label and compare to sugar budget baggie.

Discuss what they notice about high sugar cereals – often called “frosted,” “honey,” etc. Discuss ways to naturally sweeten low-sugar cereals (add fruit).

Complete Breakfast

What could you add to cereal to make a complete breakfast?

Fruit and milk. Refer to groups on MyPyramid poster.

Don't throw out milk in the bowl—drink it.

SERVE AND EVALUATE FOOD SAMPLE

Check for food allergies.

- Have students fill out the food evaluation in their cookbooks.
- Have students color in the food groups that were in today's recipe, on the MyPyramid in their cookbooks.

Putting It Together

The recipe, “Scrambled Eggs with Veggies” is just part of a balanced breakfast.

- Raise your hand if you have an idea of what you could serve with our eggs and veggies to make a complete breakfast. Praise answers that include toast, fruit and a glass of milk. Ask students which food groups these foods belong to and point out on MyPyramid.
- Give ideas for using up leftover scrambled eggs (refrigerate immediately).
- Put into a tortilla, add salsa, roll up and heat.

Origin of Ingredients

Does your state produce or grow any of the foods in today's recipe? Which ones?

Value of buying locally (freshness, saves resources, supports farmers).

Show samples of locally-produced milk/cheese and egg containers.

Can buy spinach at farmer's markets.

Find towns of origin on state map. Does anyone's family raise any of these ingredients?

WORKSHEET

Have students turn to the worksheet for this lesson in their cookbook: *Where in the World Breakfast?* Complete worksheet.

Ask questions to determine whether objectives have been met:

Start questions with, “Raise your hand.....”

- Why is it a good idea to eat breakfast—what does it do for us?
- How long do we need to be active each day? Why? What does activity do for our bodies?
- Is it okay to eat cookie or cake dough with raw eggs? Why?
- What are some of the things eggs do in recipes? (If optional material was covered.)
- When picking a cereal, how many grams of sugar are you looking for?
- Collect recipe books.

Optional Writing Activities (Make into worksheet if desired.)

- Option 1: Write a paragraph telling an adult in your home how to be safe with eggs.
- Option 2: Write a page or two persuading someone to handle eggs safely. Remember that in persuasive writing, you need to support your opinion with facts or examples. Remember to have an introduction, a body and a conclusion.
- During the next week, select a writing prompt on protein foods. (See Writing Prompts in “Supporting Documents” section.)

PARENT NEWSLETTER

Distribute parent newsletter; tell students to give to their parents today.

CLOSING

Next week we visit Italy—what food do you think we’ll make? (Pizza)